

11.R.1.1 Students can **apply** cause and effect clues to extend vocabulary.

Learning targets to meet this standard:

- Define cause and effect clues
- Recognize cause and effect clues

Verbs Defined:

- Apply – use

Key Terms Defined:

- Cause and effect clues – words and phrases that show how one word may be a cause or effect related to an unfamiliar word

Teacher Speak:

Students can apply (use) cause and effect clues (words and phrases that show how one word may be a cause or effect related to an unfamiliar word) to extend vocabulary.

Student Speak:

I can use (apply) words and phrases that show how one word may be a cause or effect related to an unfamiliar word (cause and effect clue) to extend vocabulary.

Examples:

Possible resources/references:

11.R.2.1 Students can analyze how diction **affects** the interpretation of text.

Learning targets to meet this standard:

- Identify slang (the non-standard vocabulary of a given culture)
- Identify colloquialisms (informal conversational diction)
- Identify dialect (a particular variety of language spoken in one place by a distinct group of people)
- Determine how slang, colloquialisms, and dialect impact meaning

Verbs Defined:

- Affects - influences

Key Terms Defined:

- Text – written materials
- Diction – word choice

Teacher Speak:

Students can analyze how diction (an author's choice of words) affects (influence) the interpretation of text.

Student Speak:

I can state orally or in writing how the word choice (diction) influences (affects) the interpretation of a text.

Examples:

Possible resources/references:

11.R.2.2 Students can read fluently to comprehend grade-level text.

Learning targets to meet this standard:

- Apply the elements of fluency: accuracy, rate, phrasing, and expression

Verbs Defined:

Key Terms Defined:

- Fluency:
 - Accuracy - correctness
 - Rate - words per minute
 - Expression - voice inflection
 - Phrasing - smoothness

Teacher Speak:

Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

Student Speak:

I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

Examples:

Possible resources/references:

WORKING DOCUMENT

11.R.3.1 Students can **analyze** and **explain** literary devices within text.

Learning targets to meet this standard:

- Recognize literary devices and communicate their effect within text (allusion, onomatopoeia, metaphor)

Verbs Defined:

- Analyze – to separate into parts to determine the nature of the whole
- Explain – to make plain

Key Terms Defined:

- Literary device – a literary technique used to enhance a text

Teacher Speak:

Students can analyze (to separate into parts to determine the nature of the whole) and explain (to make plain) literary devices (techniques used to enhance a text) within text.

Student Speak:

I can to separate into parts to determine the nature of the whole (analyze) and to make plain (explain) techniques used to enhance a text (literary devices) within text.

Examples:

Possible resources/references:

11.R.4.1 Students can **analyze** a text within cultural, geographical, and historical context.

Learning targets to meet this standard:

- Recognize the connection between the written work and the circumstance that produced it

Verbs Defined:

- Analyze - to examine the parts so as to determine the nature of the whole

Key Terms Defined:

- Cultural context - framework created by age, gender, religion, ethnicity, and ways of life
- Text – written work

Teacher Speak:

Students are able to analyze (examine the parts as to determine the nature of a whole) a text (framework created by age, gender, religion, ethnicity, and ways of life) within a cultural, geographical and historical context.

Student Speak:

I can examine the parts so as to determine the nature of the whole (analyze) a written work (text) within age, gender, religion, ethnicity, and ways of life (cultural) geographical and historical framework (context).

Examples:

Compare and contrast qualities of protagonists in various cultures and literary period.

Possible resources/references:

11.R.5.1 Students can **analyze** factors that **influence** the credibility of informational sources.

Learning targets to meet this standard:

- Identify authorship
- Identify sponsorship
- Identify purpose
- Identify audience
- Identify timeliness

Verbs Defined:

- Analyze - to examine the parts so as to determine the nature of the whole
- Influence - affect

Key Terms Defined:

- Factors – ingredients
- Credibility – believability
- Informational Sources – persuasive, expository, and argumentative texts

Teacher Speak:

Students can analyze (examine the parts so as to determine the nature of the whole) factors (ingredients) that influence (affect) the credibility (believability) of informational sources.

Student Speak:

I can examine the parts so as to determine the nature of the whole (analyze) ingredients (factors) that affect (influence) the believability (credibility) of informational sources.

Examples:

Possible resources/references: